

## Grade 3-5 English/Language Arts Progress Monitoring

### **Standard 1: Word Recognition, Fluency and Vocabulary Development**

#### **Decoding**

##### **Responds to sounds in the environment**

Alerts to and locates sounds in the environment (e.g. primary caregiver voice)

Finds hidden sound directly above and behind

##### **Produces a variety of sounds**

Responds to sounds in the environment

Emulates sounds in the environment

Repeats sounds from familiar song, book

Produces strings of sounds while looking at a book

Acknowledges when sounds are the same or different

##### **Produces and blends the sounds of letter patterns into recognizable words**

Produces a variety of sounds

Blends individual sounds into words

Repeats words from familiar song or book

Repeats a word from a spoken sentence string

Identifies words from a spoken sentence

Perceives differences in letter sounds

Blends consonant-vowel-consonant sounds to make words

##### **Compares sounds of different words**

Produces and blends the sounds of letter patterns into recognizable words

Matches sound that begins own name with sound that begins another words or name

Identifies words that sound alike

Identifies words that rhyme

Produces words that rhyme with oral prompts

##### **Distinguishes sounds within words**

Compares sounds of different words

Identifies a new word from a word with a missing sound

Identifies the beginning and ending sounds of a word

Identifies how many sounds are heard

Orders sounds heard

Identifies changes in three sounds when one sound is added, substituted, omitted, moved or repeated

Distinguishes beginning sounds in single-syllable words

Distinguishes middle sounds in single-syllable words

Distinguishes ending sounds in single-syllable words

Recognizes different vowel sounds in orally stated single-syllable words

States a list of rhyming words

##### **Decodes familiar words using phonemic awareness**

Distinguishes sounds within words

Generates sounds from letters

Changes sounds as letters in words change

Blends consonant vowel consonant (cvc) sounds aloud to make words

Reads open syllables ending in long vowel sounds

Reads syllables containing silent e patterns.

Uses phonic clues as self-correcting strategies when reading.

Reads words with patterns: ck, le.

Reads words with patterns: wr, kn, ph.

Reads words with patterns: tion, able.

Reads words with patterns: ight.

Reads common word patterns

### **Decodes unfamiliar words using phonemic awareness**

Decodes familiar words using phonemic awareness

Recognizes that vowels' sounds can be represented by different letters

Generates sounds from consonant blend patterns

Generates sounds from short-vowel patterns

Generates sounds from long-vowel patterns

Blends two to four phonemes into recognizable words

Reads words with vowel digraphs, two vowels together that make one sound.

Reads words with vowel sounds that change when followed by "r"

Sounds out regular words with more than one syllable.

Uses word families when reading unfamiliar words.

### **Reads phrases aloud**

Decodes unfamiliar words using phonemic awareness

Uses phonic clues as self-correcting strategies when reading.

Anticipates actions, sounds, phrases from a predictable game or story

Uses self-correcting strategies when reading.

### **Reads text aloud**

Reads phrases aloud

Speaks in complete, coherent sentences.

### **Reads text aloud using appropriate timing and change in voice**

Reads text aloud

Reads aloud fluently in familiar text

Reads with appropriate change in voice and expression.

Uses appropriate changes in the tone of voice to emphasize important passages of the text being read.

## ***Standard 1: Word Recognition, Fluency and Vocabulary Development***

### **Word meaning**

#### **Responds to familiar pictures**

Reacts to pictures of familiar people

Reacts to recognizable features in print

Finds named pictures or textures in books

Points to pictures in a book

Makes sounds related to pictures to demonstrate an understanding of the picture

#### **Labels familiar pictures**

Responds to familiar pictures

Names familiar people in pictures

Names familiar objects in pictures

Names familiar actions in pictures

Matches pictures to actual objects

#### **Recognizes familiar symbols**

Labels familiar pictures

Identifies familiar signs, logos, product labels, or other environmental print

Identifies letters of own name

Produces sounds from letters in own name

Points to and names some letters

Distinguishes letters from words

#### **Compares, combines and orders letters and letter sounds**

Recognizes familiar symbols

Recognizes and names all capital letters in random order

Recognizes and names all lower case letters in random order  
Puts letters shapes, cards or tiles in alphabetical order  
Matches all consonant sounds to appropriate letters  
Matches same letter written in different styles  
Changes sounds as letters in words change

### **Recognizes that letters make words and words make sentences**

Compares, combines and orders letters and letter sounds  
Reads one syllable words  
Recognizes that sentences in print are made up of words  
Tells a story referencing letters, words and sentences  
Recognizes words that look alike may sound alike

### **Reads common sight words**

Recognizes that letters make words and words make sentences  
Reads one syllable words  
Matches oral words to printed words.  
Recognizes developmentally appropriate vocabulary.  
Reads and understands contractions.  
Recognizes grade-level-appropriate words on sight.

### **Determines the meaning of compound words**

Reads common sight words.  
Reads and understands simple compound words.  
Examines root words, prefixes, suffixes and etymology  
Predicts the meaning of unknown compound words using the meaning of the individual word parts.

### **Uses word families to determine the meaning of unknown words**

Determines the meaning of compound words  
Reads root words and their inflectional forms (looks, looked, looking).  
Uses prefixes to determine meaning.  
Uses suffixes to determine meaning.  
Identifies and correctly uses regular plural words.  
Identifies and correctly uses irregular plural words.

### **Uses word parts to determine meaning of complex words**

Uses word families to determine the meaning of unknown words  
Uses root words to determine meaning.  
Uses common root words and root parts derived from Greek and Latin to analyze the meaning of complex words.  
Uses word origins to determine the meaning of unknown words.  
Uses meaning of roots and word parts to analyze the meaning of complex words.  
Recognizes and uses homographs.

### **Uses context clues to aid in word comprehension**

Uses word parts to determine meaning of complex words  
Makes meaningful word substitution in unfamiliar text.  
Uses context to aid in comprehension and to make predictions about story content.  
Uses self-correcting strategies when reading.  
Uses context to understand word and sentence meanings  
Interprets words with multiple meanings using context clues.

### **Explains the meaning of new words**

Uses context clues to aid in word comprehension  
Recognizes and uses antonyms.  
Recognizes and uses synonyms.  
Recognizes and uses homophones.

## ***Standard 2: Information Text Structure, Comprehension and Analysis***

### **Uses print for pleasure and information**

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**Engages with a book**

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Looks at picture with interest  
Explores a book  
Jointly attends to pictures in books for several minutes

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**Imitates proper handling of books**

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Engages with a book  
Opens a book  
Turns pages from front to back  
Turns one page at a time  
Pretends to read a book aloud using jargon and combination of real words  
Differentiates the care of a book from the care of a toy

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**Distinguishes print from pictures**

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Imitates proper handling of books  
Tells about pictures on a page using a mix of simple phrases and simple sentences  
Points to words in book while telling a story  
Points to letter when asked  
Holds book right-side up based on orientation of pictures

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**Orients to print in books**

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Distinguishes print from pictures  
Follows words from left to right on the printed page  
Follows words from top to bottom on the printed page  
Follows printed words as a story is read or caption in video is played  
Follows pages that accompany a story on audiotape or CD  
Tells a story while correctly holding a book

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**Chooses reading activities for meaning**

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Orients to print in books  
Intentionally selects material to provide information  
Requests a book by title  
Locates the title of a book  
Locates the name of the author on a book  
Identifies the author of a reading selection  
Identifies the illustrator of a reading selection  
Responds to who, what, when, where, why and how questions  
Relates prior knowledge to what is read

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**Finds the title, author and table of contents of a text**

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Chooses reading activities for meaning  
Identifies the title of a reading selection.  
Locates the name of the author on a book  
Identifies the table of contents of a reading selection

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**Uses titles, tables of contents, and chapter headings to identify central ideas or topics**

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Finds the title, author and table of contents of a text  
Uses structural features to locate and comprehend information.  
Identifies text that uses sequence or other logical order.  
Draws conclusions about what will happen next by identifying key words.  
Uses picture clues to aid in comprehending text.  
Uses the organization of informational text to find information and strengthen comprehension.  
Uses titles and chapter headings to locate information.  
Uses a glossary or an index to locate information in text.

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**Finds basic facts and details in text**

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Uses titles, tables of contents, and chapter headings to identify central ideas or topics  
Identifies details from a story or picture

Uses topic sentences to construct the main ideas.

Identifies answers in the text.

Responds appropriately to questions about text that is read

Draws conclusions about what will happen next by identifying key words.

Distinguishes the main idea and supporting details in informational text.

Identifies and assesses evidence that supports the main ideas presented in texts.

### **Uses graphic features of text to aid in understanding the text**

Finds basic facts and details in text

Uses pictures, cues, illustrations to draw conclusions or make predictions about story content

Uses graphics, diagrams and illustrations to find information and support understanding.

Uses charts in text to find information and support understanding.

## **Standard 3: Literary Text**

### **Comprehension and analysis**

#### **Reacts to a story or event**

Anticipates actions, sounds, phrases from a predictable game or story

Reacts to new situations based on the memory of a previous event

Selects a book based on familiarity

Listens with interest to stories read aloud

#### **Identifies details from a story or picture**

Reacts to a story or event.

Names objects from picture book

Points to actions in pictures

Identifies animals and people in pictures

Recalls an event while looking at pictures

#### **Talks about characters and settings**

Identifies details from a story or picture

Identifies and describes characters in a story

Tells something that a favorite character does in a story

Imitates parts of stories

Describes pictures of places in books

Talks about actions in pictures of family members, pets, self

Expresses what might happen after the action in a picture

Asks questions and makes comments about story being read

Talks about the cover and illustrations prior to story being read

#### **Retells familiar stories**

Talks about characters and settings

Tells simple stories from picture books

Re-enacts stories

Answers simple questions about characters, plot, outcome of story read aloud

Retells a story's beginning, middle, and ending.

#### **Comprehends and responds to stories**

Retells familiar stories.

Uses pictures, cues, illustrations to aid in comprehension

Identifies characters, settings, and important events in a story

Connects the information and events in stories to life experiences

Uses vocabulary heard in stories in oral language

Distinguishes fantasy from reality

Uses pictures, cues, illustrations to draw conclusions or make predictions about story content

Confirms predictions about what will happen next in a story

### **Distinguishes fantasy from reality**

Comprehends and responds to stories  
Expresses what might happen after the action in a picture  
Uses personal experiences to answer questions about stories  
Compares observations with those of other people.  
Supports judgments through references to both the text and prior knowledge.  
Distinguishes opinion from verifiable fact.

### **Identifies the story's plot, setting and characters**

Distinguishes fantasy from reality  
Identifies and describes the characters in story.  
Identifies and describes the setting of story.  
Identifies and describes the plot in a story  
Describes pictures of places in books  
Tells something that a favorite character does in a story

### **Identifies the meaning or lesson in literary text**

Identifies the story's plot, setting and characters  
Discusses main idea of what is read.  
Recalls the major points in the text.  
Determines the theme or author's message in fiction and nonfiction text.  
Distinguishes the main idea and supporting details in informational text.  
Identifies the main events of the plot.

## **Standard 4/5 Writing Application and Processes**

### **Writing informational and literary text**

#### **Intentionally makes marks or scribbles**

Uses fingers to make marks in substances  
Attempts to write and draw

#### **Associates writing with purpose**

Intentionally makes marks or scribbles  
Draws approximations of shapes of objects to communicate  
Requests someone else draws a picture or writes a message

#### **Creates writing with the intention of communicating**

Associates writing with purpose  
Draws pictures and scribbles to generate and express ideas  
Uses writing or symbols to share an idea with someone  
Gives meaning to own writing  
Tells a story for someone else to write

#### **Produces recognizable writing that conveys meaning**

Creates writing with the intention of communicating  
Writes using letters, pictures, and words  
Writes phonetically spelled words  
Uses writing to label drawings  
Adds writing to a picture story

#### **Gathers ideas for writing for a purpose**

Produces recognizable writing that conveys meaning  
Gets ideas for writing from books and other media  
Discusses ideas for writing  
Records and orders ideas for writing  
Gives writing to someone for a purpose (e.g. greeting card, invitation)

#### **Selects a focus for writing**

Gathers ideas for writing for a purpose

Selects a focus for group stories or other writing  
Writes for specific purposes and audiences.  
Writes with a clear focus.  
Writes brief descriptions of real objects, people, places or events  
Writes titles for own and others' writing.  
Selects a focus and point of view for writing.

#### **Puts related ideas from different sources together for writing**

Selects a focus for writing  
Gets ideas for writing from books and other media  
Determines what information is needed  
Records and orders ideas for writing  
Organizes related ideas together to maintain a consistent focus.  
Locates and selects sources of useful information

#### **Writes brief pieces that focus on the central idea**

Puts related ideas from different sources together for writing  
Writes brief narratives describing an experience  
Writes with a clear focus.  
Writes titles for own and others' writing.  
Organizes related ideas together to maintain a consistent focus.  
Develops a unified main idea in written descriptive pieces.  
Selects a focus and point of view for writing.  
Revises writing for others to read

#### **Writes brief pieces that focus on one topic and contain supporting details**

Writes brief pieces that focus on the central idea  
Uses various organizational strategies to plan writing.  
Portrays key features of an object in written descriptions.  
Describes the details of setting, characters, objects and events to develop plot.  
Includes ideas, observations, or memories of an event or experience.  
Includes facts and details.  
Uses supporting paragraphs with simple facts, details, and explanations.  
Writes narratives that develop characters.  
Writes summaries that contain the main ideas of the reading selection and the most significant details.  
Writes responses to literature that demonstrate an understanding of what is read with evidence from the text.

### **Standard 6: Writing Conventions**

#### **Correct sentence structure**

##### **Grasps writing tools**

Makes marks with writing tools

##### **Imitates specific writing strokes to make a picture**

Grasps writing tools  
Imitates drawing a horizontal line  
Imitates drawing a vertical line  
Imitates drawing a circle  
Draws at top or bottom of page when requested

##### **Copies specific writing marks**

Imitates specific writing strokes to make a picture  
Copies a vertical line  
Copies a horizontal line  
Copies a circle

##### **Approximates writing strings of letters**

Copies specific writing marks  
Combines strokes and shapes to represent letters  
Draws an approximation of a spoken number  
Writes a known letter or approximations of letter  
Prints lowercase letters  
Prints uppercase letters  
Writes letters in strings  
Writes more than one word correctly

#### **Writes from left to right, spacing letters correctly**

Approximates writing strings of letters  
Spaces letters correctly

#### **Approximates writing sentences by connecting words**

Writes from left to right, spacing letters correctly  
Legibly prints words and sentences  
Spaces words appropriately  
Spaces sentences appropriately

#### **Writes and edits simple sentences with nouns, verbs, beginning capitalization and ending punctuation**

Approximates writing sentences by connecting words  
Capitalizes first word of sentence  
Capitalizes words at the beginning of greetings.  
Capitalizes names of people  
Capitalizes the pronoun "I"  
Uses periods at the end of sentences  
Writes compositions that properly use nouns.  
Identifies and correctly uses possessive nouns in writing.  
Writes compositions that properly use verbs.

#### **Writes and edits a variety of sentence types with correct punctuation and word order**

Writes and edits simple sentences with nouns, verbs, beginning capitalization and ending punctuation  
Uses exclamation points  
Uses question marks  
Capitalizes the first word in quotations.  
Uses regular and irregular verbs in writing.

#### **Writes and edits compound sentences using correct punctuation and connecting words**

Writes and edits a variety of sentence types with correct punctuation and word order  
Uses commas.  
Edits for sentence fragments and run-on sentences.  
Uses compound sentences in writing.  
Uses conjunctions to connect ideas.  
Uses commas before the conjunction in compound sentences.  
Identifies and uses compound subjects in writing.

### **Standard 7: Listening and Speaking**

#### **Demonstrates receptive language**

##### **Responds to cues in the environment**

Actively attends to things that an adult is showing  
Recognizes Others  
Responds to the arrival of a familiar person  
Watches speaker's face when spoken to  
Responds to familiar voices and noises (e.g. smiling, stopping to cry)

##### **Responds to familiar gestures and words**



Responds to cues in the environment  
Responds to own name  
Finds named pictures or textures in books  
Gives one object when asked  
Responds to short phrases (e.g. "Where's mama?")  
Waves "hello" and "bye-bye" when prompted  
Responds to "no"  
Uses pointing for learning new vocabulary

#### **Follows a familiar verbal or signed direction**

Responds to familiar gestures and words  
Follows one-step spoken directions  
Answers simple "who", "what", and "where" questions about personal experiences  
Answers simple questions related to familiar activities, events, stories

#### **Follows an unfamiliar direction**

Follows a familiar verbal or signed direction  
Follows directions involving out of sight objects  
Follows directions in new places  
Answers "if...what" questions  
Asks clarifying questions

#### **Follows directions with steps and descriptors**

Follows an unfamiliar direction  
Follows two step spoken directions  
Follows directions embedded with qualities (e.g. "Walk slowly and get the red book on the top shelf.")  
Follows directions embedded with reasons (e.g. "Get your coat, it is time to go.")

#### **Repeats with meaning what a speaker has said**

Follows directions with steps and descriptors  
Listens to retell.  
Relates the sequence of story events by answering who, what, when, where, why and how questions  
Listens and responds appropriately to questions.

#### **Asks questions to aid in understanding what was said**

Repeats with meaning what a speaker has said  
Asks questions for clarification and understanding  
Asks thoughtful questions and responds orally to relevant questions with appropriate elaboration.  
Asks questions that seek information not already discussed.

#### **Retells or paraphrases what a speaker has said**

Asks questions to aid in understanding what was said  
Responds to "yes"/"no" questions  
Responds to who/what/when/where questions.  
Responds to why/how questions.  
Paraphrases information that has been shared orally by others.  
Explains what a speaker has said.  
Listens to determine main idea.  
Listens to determine supporting details.

#### **Accurately summarizes a presentation**

Retells or paraphrases what a speaker has said  
Summarizes major ideas and supporting evidence of that which was presented.

### **Standard 7: Listening and Speaking**

#### **Demonstrates expressive language**

#### **Uses gestures or sounds to communicate**

Uses single words, signs, symbols, or gestures to communicate

Participates in back and forth vocal play  
Imitates one-word vocalization/signs such as "more" "all gone" "mine"  
Uses consonant-vowel combinations that may sound like "real" words  
Varies pitch, length, and volume of vocalizations to express wants and needs  
Produces vocalizations with correct inflection of questions and exclamations

#### **Uses single words to communicate**

Uses gestures or sounds to communicate  
Imitates words on request while looking at pictures  
Names familiar objects  
Speaks intelligibly approximately 25% of the time  
Uses pronouns "you", "me", "mine" and "I"  
Uses single action and location words (e.g. "up" "jump")  
Uses at least 6 different consonant sounds (e.g. m, n, p, b, t, d, k, g, w, y)

#### **Uses two-word phrases or signs**

Uses single words to communicate  
Uses two-word vocalizations, signs, symbols or gestures to tell about objects and events in the present  
Uses an expressive vocabulary of at least 50+ words  
Uses an action or place word with a noun (e.g. "daddy home" "kitty eat")  
Uses negation (e.g. not, can't)  
Speaks intelligibly approximately 50% of the time  
Gives full name upon request  
Asks for help  
Uses a variety of speech sounds meaningfully including (e.g. m, n, ng, p, b, i, d, k, g, w, y)

#### **Uses simple phrases and sentences with simple grammatical rules**

Uses two-word phrases or signs  
Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in the recent past and near future  
Imitates a series of three numbers or unrelated words  
Communicates recent experiences using at least one attribute word  
Gives age and gender upon request  
Produces most consonants meaningfully at the beginning and end of words (excluding r, l, th, v, ch, sh blends)  
Produces all vowels meaningfully in the middle of words  
Speaks intelligibly approximately 75% of the time  
Uses plurals  
Uses pronouns - he, she, they, it  
Uses progressive verbs (ing).  
Uses regular past tense verbs (ed)

#### **Uses varied grammar in expression**

Uses simple phrases and sentences with simple grammatical rules  
Repeats simple sentences as presented  
Uses 6-word sentences  
Uses more than one descriptor word in a sentence  
Uses conjunctions  
Uses possessive and objective pronouns  
Uses grammatical word order  
Uses auxiliary verbs

#### **Shares information and ideas to describe, explain, predict**

Uses varied grammar in expression  
Speaks in complete and coherent sentences  
Uses logical sequence to share a story or experience  
Describes people, places, things, locations, and actions  
Recites short poems, rhymes, songs, stories  
Produces most consonants meaningfully at the beginning and end of words (excluding r, l, th, s )

Speaks intelligibly approximately 90% of the time

Answers "why" questions

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**Recites short pieces, sings songs or tells familiar stories**

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Shares information and ideas to describe, explain, predict

Repeats simple sentences as presented

Imitates simple rhymes.

Recites poems, rhymes, songs, stories.

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**Stays on topic when relating information or story events**

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Recites short pieces, sings songs, or tells familiar stories

States personal information to appropriate people.

Stays on topic when speaking

States a clear position or thesis.

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**Communicates using clear order and sequence**

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Stays on topic when relating information or story events

Shares experiences sequentially.

Retells a message sequentially in own words.

Guides and informs the listener's understanding of important ideas and details.

Uses cause and effect as an organizational structure for an oral presentation.

Uses similarity and difference as an organizational structure for a presentation.

Poses and answers a question as an organizational structure for a presentation.

Organizes presentations to maintain a clear focus, controlling idea, or topic.

Selects an organizational structure for an oral presentation.